

# **SAMPLE PLAN FOR SUPERVISED PROFESSIONAL EXPERIENCE: To be Attached to Section II of the Supervision Agreement**

Please note that the following is a sample of an actual plan that has been previously approved by the Board. This sample is provided to give supervisors and trainees guidance in assembling their own plan. Please use this sample as guidance only.

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## Plan for Meeting the Requirements of

### Sections 1387(b)(10) and 1387(b)(11) of the CA Code of Regulations

- I. At the postdoctoral level, this supervision experience offers trainees advanced training to ensure higher level competency in methods of psychological assessment, diagnosis, intervention, consultation, program evaluation, supervision and/ or teaching; strategies of scholarly inquiry; organization management and administration; professional conduct, ethics, law and standards of practice; and an understanding of issues relevant to all of the above.

Training will be accomplished through socialization, mentoring, and supervisory and consultative guidance. Our program ensures that trainees achieve developmentally-appropriate competency through outcomes assessments consistent with the training model or philosophy, goals, and objectives of the program and in accord with the local and national context. In addition, this plan for supervised training includes developmentally-informed education and training sequences that include progressively more complex and sophisticated content and greater expectations for performance over time.

This supervised training program consists of a planned, structured, and administered sequence of professionally supervised comprehensive training experiences. The intention of this training is to build upon the trainee's skills and competencies in preparation for the independent practice of psychology once licensed, thus attaining advanced competency for general or specialized practice. Our threefold goal includes training, research, and integrated service delivery, focusing on three domains; (a) conceptual models and therapy skills, (b) diagnosis and treatment planning, and (c) personal and professional issues to identify, train, and assess core competencies. This comprehensive, goal-specific plan integrates didactic and experiential training sequences designed to prepare post doctoral fellow trainees for work as licensed psychologists. This plan has been continually refined since 1981

and utilized in the training of hundreds of clinicians in the use of integrative therapeutic methodologies.

- II. Training will occur in-house through attendance at bi-monthly staff meetings of twelve staff members, including psychologists, MFT's, LCSW's, and other trainees, as well as bimonthly group supervision with the same multidisciplinary team. The trainee will also be given education and supervision in leading parent skill groups in the local school district through a grant proposal for low-income families.
- III. Planned activities shall include, but are not limited to:
  1. Training shall include a minimum of one weekly hour of individual face-to-face supervision, and two hours bimonthly of group supervision/case consultation with up to eight licensed MFT's and LCSW's.
  2. Supervision shall include reflection on client material, didactics related to those clients, and general training.
  3. Trainees shall provide therapy to: adults, couples, families, children, groups, and conjoint therapy.
  4. Trainees shall be trained in evidence-based practices for family systems (e.g., Minuchin, Haley).
  5. Supervisor shall provide live observation and review video and audiotaped sessions of trainee.
  6. Conjoint therapy with supervisor and trainee shall occur, each sitting in on the other's sessions.
  7. Business and record keeping practices shall include consults with our full time administrators.
  8. Trainee shall be expected to remain current with best practices as researched in Clinical Supervision: A Competency Based Approach (APA 2008).
  9. Trainee shall remain current on sourcebooks available to clientele in our library and bookstore, e.g. parenting, trauma, and relationship. Trainee will be able to speak knowledgeably about resources to clientele, and to make appropriate recommendations based on relevant factors, e.g. client's needs and level of education.
  10. Supervisor shall provide training in ICD competence, particularly working with Hispanic clientele, who comprise a significant percentage in our low fee clinic.
  11. Supervisor shall provide specific strategies for remediation of trainee deficits.
  12. Supervisor shall consistently provide constructive feedback.
  13. Supervisor shall provide direct, specific and accurate feedback in a supportive/collegial, and meaningful fashion focused on strengths, areas of improvement and deficits.
  14. Supervisor shall ensure that clients receive high quality care and the supervisor shall promote the professional development and socialization of the trainee.
  15. Supervisors shall address gender, ethnicity socioeconomic status, race, sexual orientation, religion/spirituality in therapy and in the supervisory context.

16. Supervisor shall review trainee's total caseload weekly, shall outline procedures regarding emergency cases, and shall be accessible to provide guidance.
17. Supervisor shall emphasize the supervisory relationship, including warmth and support, empathic listening, acting genuinely, and humor and optimism, for trainee to trust the supervisory process, to feel safe in revealing vulnerabilities, uncertainties, and mistakes, and to openly discuss personal issues.
18. Supervisor shall be aware of common biases in perform ratings e.g., halo effects, leniency, supervisee defensiveness, and variability in ratings across raters.
19. Trainee shall be supervised in all areas listed on the competencies evaluation used for trainee assessment. Trainee will be evaluated on an ongoing basis, including each semester, each year, and upon completion of hours. The evaluation utilizes an aggregate of models of discernment, scientific-mindedness, internalized ethical orientation, relationship skills, teamwork, openness to learning, reflective practice/self-awareness, and commitment to professional growth.

The supervisor and the trainee certify that we have discussed and understand each term of SPE as required by the California Code of Regulations.